

**FACTORS AFFECTING COVERAGE OF SYLLABUS IN SECONDARY SCHOOLS IN
KENYA: A CASE STUDY OF LANGATA DISTRICT SCHOOLS IN NAIROBI
COUNTY**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

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DEDICATION

This Research Project is dedicated to my dear husband Mutegi, lovely daughters Christine, and Carol, my son Brian and my granddaughter Tasha the precious. Your Support and daily reminders kept me on toes to ensure that I deliver the project on time.

ACKNOWLEDGEMENT

My special gratitude goes to Management University of Africa who gave me the opportunity to study the Executive Master of Business Administration course.

Special thanks to lecturers and fellow students who provided enabling environment, my supervisor M/S Isile for her guidance and support. I also acknowledge the support of teachers from Langata schools, Nairobi County during the project in terms of data collection.

May God bless you all.

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ACRONYMS

EFA	Education For All
FPE	Free Primary Education
KIE	Kenya Institute of Education
MOEST	Ministry of Education, Science, and Technology
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Education is a fundamental human right and essential for the exercise of all other human rights. The study investigated factors affecting coverage of syllabus in secondary schools in Kenya; A case study of Langata District schools in Nairobi County with specific objectives being to identify the effects of teachers strikes, planning, school resources and time management on coverage of syllabus in secondary schools. The study used descriptive research design to collect data required for quantitative and qualitative analysis. A total of 230 respondents covering 41 (5 public and 36 private) secondary schools in Langata District of Nairobi County were selected using random sampling. In each school, cluster was used to identify teacher participants for the study and ensured that the respondents comprised of a respondent from the time tabling committee, games department, fees collection, the principal and the class teacher. A self administered questionnaire whose validity was based on construct, content and face validity was then used to collect data. Descriptive analysis including proportions, percentages, frequency distributions and measures of central tendency mean and median were then used. In this study, it was noted majority of respondents in the selected secondary schools were class teachers and had taught in these schools for more than a year with most of them being male. Notably, most of the respondents were current members of a Teachers' Union and had directly or indirectly participated in Union organised industrial strikes. Majority of teachers were in agreement that activities such as sports, music festivals and drama festivals occurred during normal learning time with most schools indicating that they participated in those extra curricula activities. This resulted to lost time during and thus limited the coverage of the school syllabus. Notably most of these schools did not have adequate facilities such as Facilities like libraries, availability of teaching materials, classrooms and laboratories limits achievement academic success. Therefore, the study established that facilities are potent to high academic achievement of students hence there need for the government of Kenya to provide adequate material resources to schools in both urban and rural areas. However, in order to decrease the over dependence on the Government, the Parent Teacher Association (PTA), philanthropist and other charitable

organizations are also implored to compliment the effort of the government to boost the performance of students

CHAPTER ONE

1.0 Introduction

This chapter covers the background, statement of the problem purpose, research questions, significance and scope of this study.

1.1 Background of Study

Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits (UNESCO, 2008). The key to sustainable development, peace and stability within and among countries is the provision of education to the populace of such countries and thus an important factor both in the day-to-day development of the child and in contributing to the personal, social, cultural and economic fulfilment of the future adult. Education is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. The citizens and the government of Kenya have invested heavily in improving both the access and quality of education.

Kenya inherited its education system from the British colonial education system. Since independence, the government of Kenya has continually sought to modify the curriculum to achieve context relevance based on policies laid down by the government. Education is the compilation and product of many and varied resources. Among these, teachers stand out as key to realizing the high standards that are increasingly emphasized in school and school systems across countries (Rice, 2003). The standards of education are regulated by school syllabus implemented through school curriculum and endeavour to inculcate certain skills and attitudes through various subjects (Chinyani 2013). The success in educational institution is measured by the performance of students in external examinations and thus provide basis for evaluating the curriculum both at local and national level

Therefore, it is emphasized that certain content in the syllabus should be covered, and specific concepts and skills mastered by students, who are tested by the Kenya National Examinations Council after four years (KIE, 2002). Notably, Kenya has come up with the ambitious Vision 2030, an initiative that is expected to catapult the country into a medium-developed nation in less than two decades (GOK, 2007). However, there is no way Vision 2030 will be realized without universal access to quality education, which is dependent on teachers ability to improve students' performance especially through timely syllabus coverage. Granted, factors such inadequate resources (both human and financial) coupled with frequent teacher's strikes, poor planning and time consuming co curriculum activities such as sports will make the Vision 2030 remain unrealistic and thus achievement of Millennium Development Goals (MDGs).

1.2 Statement of the Problem

Academic performance is a major indicator of quality education. It is mainly achieved through successful implementation of developed school curriculum and mainly involves coverage of syllabus which endeavours to inculcate certain skills and attitudes to students through various subjects (Chinyani, 2013). The increasing demand for secondary school education necessitates a need for quality education measured in terms of student's success and their performance in external examinations.

Kananu (2011) found that there was inadequate syllabus coverage in Kenyan schools and whatever was covered was not done effectively, leading to poor performance in the subjects. Though secondary school curriculum has been planned to be covered in four years with clear school terms, many schools do not cover and achieve the required standards. Therefore, this research investigated the factors affecting the coverage of syllabus in secondary schools (Langata district, Nairobi Country)

1.3 Purpose of the Study

The overall objective of this study is to investigate factors affecting coverage of syllabus in secondary schools in Kenya; A case study of Langata District schools in Nairobi County. To achieve this main objective, the following specific objectives were pursued;

- i. To identify the effects of teachers strikes on coverage of syllabus in secondary schools
- ii. To identify effects of planning on coverage of syllabus in secondary schools
- iii. To identify the effects of school resources on coverage of syllabus in secondary schools
- iv. To identify the effects of time management on coverage of syllabus in secondary schools

1.4 Research Questions

- i. How do strikes affect coverage of syllabus in secondary schools
- ii. What is the effect of planning on coverage of syllabus in secondary schools
- iii. How does available school resources affect coverage of syllabus in secondary schools
- iv. How does time management affect coverage of syllabus in secondary schools

1.5 Significance of the Study

Quality education is the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. Quality education, in turn, is considered the key to economic and industrial growth and ultimately development. Improving the standards of education will mainly be achieved through implementation of school syllabus which aims to inculcate certain skills and attitudes through various subjects (Chinyani 2013). It is worth to note that non coverage of school syllabus will result to poor performance of students in external examinations

and thus limit the education sector's goal of providing quality education for development. This has jeopardized achievement of set out goals in education sector.

Secondary education is the level of basic education at which learners are expected to acquire proficiency in both academic and some applied subjects. The students are expected to take the first recognized national examination that will usher them to higher education at various fields of training or direct entry into the world of work. The ultimate purpose of this segment is to fulfil objective of providing equal opportunities to every individual up to a minimum of 12 years in school so that at the terminal level of basic education, every individual shall have been exposed to essential education for future life choices

Therefore, given the significance of secondary education, a need exist for a comprehensive study to factors affecting coverage of syllabus in secondary schools such as teachers strikes, poor planning, resource availability and excess co-curricular activities that disrupts normal learning and thus waste time. This will go a long way towards providing basis for policy formulation and curriculum development. Therefore, this information is important to the Ministry of Education and other stakeholders such as parents who have an interest in quality education and curriculum development.

1.6 Scope of the Study

The study was carried out in Langata District Schools of Nairobi County. Langata district is an area with glaring contrast in living standards, ranging from the plush homes of Karen and Langata, middle-income areas like Nairobi West to the sprawling Kibera slums, which are characterized by poor living standards.

The study involved teachers from 41 secondary schools which comprised of 5 public and 36 private schools. Data collection was carried out from July 2013 to July 2014.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter seeks to review literature and theories with regards to factors affecting coverage of syllabus in secondary schools in Kenya.

2.1 Theoretical Review

2.1.1 Performance Theory

There are two theories underlying the concept of performance management: the goal-setting theory and expectancy theory (Salaman, Storey & Billsberry, 2005). Goal-setting theory had been proposed by Edwin Locke in the year 1968. This theory suggests that the individual goals established by an employee play an important role in motivating him for superior performance. This is because the employees keep following their goals and if these goals are not achieved, they either improve their performance or modify the goals and make them more realistic. So, in any case the performance is improved and this is what the performance management system aims at. (Salaman, Storey & Billsberry, 2005).

Expectancy theory had been proposed by Victor Vroom in 1964 and is based on the hypothesis that individuals adjust their behavior in the organization on the basis of anticipated satisfaction of valued goals set by them (Lunenberg, 2011). The individuals modify their behavior in such a way which is most likely to lead them to attain these goals. This theory underlies the concept of performance management as it is believed that performance is influenced by the expectations concerning future events (Salaman, Storey & Billsberry, 2005)

Bradley's Effectiveness Model illustrated ten key indicators that could be used to measure the effectiveness of a developed curriculum (Jones and Bouffard, 2012). These

include vertical curriculum continuity, horizontal curriculum continuity; instruction based on curriculum, Curriculum priority, broad involvement, long-range planning, theory-into-practice approach and planned change. These indicators for effective curriculum development represent working characteristics that any complex organization must have in order to be responsive and responsible to its clients. Further, the measurement can be oriented to meet the needs of any school district, from large to small, and it can focus on a specific evaluation of a district's curriculum area, such as reading, language arts, math, or any content area designated. Other models (Tyler's objectives-centered model; Stufflebeam's context, input, process, product model; Scriven's goal-free model; Stake's responsive model, and Eisner's connoisseurship model) are also noted to support Bradley's effectiveness model (Owston, 2008).

2.1.2 Effects of Resources in Secondary Schools Education

School facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. Owoeye and Yara (2011) note that learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology; size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are arranged

Oni (1992) noted that facilities constitute a strategic factor in organizational functioning because they determine to a very large extent the smooth functioning of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity. In his words, Farombi (1998) noted that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with quality teachers, learning infrastructures that with such, students may learn with ease thus bringing about good academic achievement.

In Kenya, MOEST (2005) notes that weaknesses in human resource planning have affected training and deployment of teachers and thus distorted their distribution and utilization. Consequently, there exists an unbalanced distribution of teachers, teacher shortages, teacher surplus and inefficient utilization of teachers. This could be an indication of the absence of a framework in determining the demand for teachers. Most teachers prefer to work in urban, peri-urban and high potential areas where social amenities are available.

Notably, Children hold the candle for the bright future and development of a given state and success in their studies provides the backbone to this effect. However, this can only be possible if they are availed with sufficient resources such as textbooks, laboratory equipments and most importantly, teaching staff. Maicibi (2003) agrees with this by arguing that when the right quantity and quality of the human resources is brought together, it can manipulate other resources towards realizing the organisational goals and objectives. It has long been argued and established that the quality of the human resources has a high correlation with the level and quality of organisational performance and productivity. If this were the case, then every school should strive to attract and retain the best quality and right quality of the teachers.

Availability of teaching/learning resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students. Maicibi (2003) opined that all institutions or organization are made up of human beings (workers) and other non-human resources. He further asserts that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. Consequently, every institution should strive to attract and retain the best of human resource. The implication of these opinions is that well trained teachers in mathematics if well deployed to the secondary schools will bring about well rounded students who will perform academically well in mathematics

Noteworthy, an estimated population of Kenya at 36 million and an annual population growth rate of 2.3% of the total population, 60% are youth under 30 years. This

necessitates that the government allocates over 30% of its annual budget to education (Kinuthia, 2009). Despite such a seemingly huge budgetary allocation to education, curriculum development is still poorly funded. This is because most of the funds in the education sector go for recurrent expenditure at the expense of research and development. Moreover, the government initiative to embark on Education for all (EFA) initiatives by introducing free primary Education (FPE) in 2003 and free Secondary Education in 2008 strains the available resources and makes achievement of these initiatives giant challenge of the country.

2.1.3 Teachers' strike and academic performance

Strikes have severely disrupted the learning process in majority of schools in many parts of the country and thus coverage of syllabus. During teachers' strike, the Kenyan education sector is usually put at a crossroads especially during prolonged industrial strike by teachers especially from public institutions. These strikes severely disrupt the learning process in majority of schools in many parts of the country. The reasons for these strikes have varied from poor welfare and low pay to salary harmonization with their comparable cadres in the mainstream public service (Baker, 2002). However, the most profound impacts of teacher's strikes is their withdrawal of the educational services during the period of work especially during important times during the school curriculum calendar and results to non coverage of school syllabus.

Previous studies of the impact of teacher strikes on student achievement provide a range of estimates. Studies by Zwerling (2008) on the impact of strikes on student achievement found no relationship between either strike incidence or duration and student achievement in math and reading. He studied Pennsylvania schools in the period 2002/03 through 2005/06. During this period the average strike lasted just over 10 days. While the primary empirical framework was cross sectional, specifications using lagged dependent variables and a two year change in a school district's average results at a specific grade were estimated to control for omitted variables.

Belot and Webbink (2010) found evidence that the strikes decreased the educational attainment of students, though the estimated effect was somewhat imprecise. A plausible mechanism for this lower investment in human capital seemed to be an increase in grade repetition. The study noted that French-speaking cohort graduated half a year later on average. Furthermore, the strikes led to a reallocation of students from university studies to higher vocational education. Hence, students did not seem to have succeeded in compensating for the losses in terms of schooling due to the strikes (Moja, 2000). Moreover, the study found breaks in the evolution of achievement and attainment that seemed to coincide with the timing of the strikes. Thus, it seems that these results were more consistent with a causal effect of strikes rather than a causal effect of deterioration in schooling environment.

2.2 Effects of Planning and Time Management on Coverage of Schools Syllabus

Complaints about the big teaching load of teachers have been reported by Ward, Penny and Read (2006). There are usually major differences in teacher workloads according to school size, type and location as well as subject areas. The most common reasons for low teaching loads are small schools, overcrowded curricula with too many specialized teachers, insufficient classrooms, and a predominance of single subject teachers. Private primary schools often have strong incentives to expand classes in order to maximize fee income (Bennell, 2004). If, however, the financial payoff to teachers for teaching extra classes is not increased sufficiently then this can result in lower motivation.

Although the Ministry of Education has stipulated specific teaching times (to start from 8.00am to 12.30pm, then from 2.00pm to 4.00pm), in some schools, lessons have been created at additional slots (6.00 and 6.40am, then 1.00 to 1.40pm, and 8.00 to 8.40pm) for core subjects (Musasia, Nakhanu & Wekasa, 2012; Oundo, Nyaga & Kamoyo, 2013). More lessons are created on Saturdays between 8am and 12.30pm, and on Sunday from 2pm to 5pm. The form three and four students are also retained in school during the holidays for more lessons. On the other hand, it is a matter of common knowledge that everyone can succeed in learning, if he or she devotes enough time to it (Makori and

Onderi, 2014). The time necessary to learn depends on the teaching done by the teacher, and also on the pupil's aptitude and competence.

2.3 Empirical Review

2.3.1 Effects of School Resources on Coverage Schools Syllabus

A study by Suleiman 1996 identified the significance of facilities in teaching learning spheres. We can say that absence or poor (and or deteriorating) quality of educational facilities can affect academic performance. However, Gamoran (1992), holding a contrary view noted that facilities teachers' salaries books in the library and the presence of science laboratory, had little impact on variation in student achievement once student background variables had been taken into account. This statement connotes that before such student could perform well in higher educational level, he must have been groomed or cushioned by availability of resources in his elementary days upon which he now uses as spring board.

According to Hallak (1990), facilities form one of the potent factors that contribute to academic achievement in the school system. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that their availability, relevance and adequacy contribute to academic achievement. He however, quickly added that unattractive school buildings and overcrowded classrooms among others contribute to poor academic attainment. Describing where these facilities should be located, he ascribed that educational facilities should be located in appropriate places, while the needs of the users should be put into consideration.

A study by Owoeye and Yara (2011) noted that there was no significant difference between students in secondary schools with and without adequate instructional facilities. However, he submitted that instructional facilities were indispensable to academic achievement of students in English Language, Mathematics, Biology and Geography while students could perform well in other subjects without adequacy of sophisticated

instructional materials. He concluded that the effect of instructional facilities on students' academic achievement is more felt in pure and social sciences

2.3.2 Teachers' strike and academic performance

Previous studies of the impact of teacher strikes on student achievement provide a range of estimates. Studies by Zwerling (2008) on the impact of strikes on student achievement found no relationship between either strike incidence or duration and student achievement in math and reading. He studied Pennsylvania schools in the period 2002/03 through 2005/06. During this period the average strike lasted just over 10 days. While the primary empirical framework was cross sectional, specifications using lagged dependent variables and a two year change in a school district's average results at a specific grade were estimated to control for omitted variables.

Miller, Richard and Willett.(2008) examined the impacts of teachers strike on academic performance. They used teacher fixed effects and an instrument based on local weather conditions to account for unobserved teacher quality correlated with absenteeism. They reported that each 10 days of teacher absence led to a decline in math achievement of 3.2 percent of a standard deviation. Furthermore, Clotfelter, Ladd & Vigdor (2009) provided evidence of negative effects. From the perspective of this research, the lack of consistent evidence of a negative impact of teacher strikes was surprising. Teacher absences caused a disruption in the delivery of instruction but, strictly speaking, no reduction in the amount of material covered.

2.3.3 Effects of Planning and Time Management on Coverage of Schools Syllabus

Research studies carried out all over the world have shown that teaching time has a positive impact on pupils' performance and that there is negative correlation between teachers or pupils' absence and school results (UNESCO, 2005). In the case of Madagascar, the study carried out during the editing of the EFA plan in May 2005 showed that actual teaching time in some areas was almost half the officially

recommended one. So, the time allocated to teaching is a strong factor that teachers and school administrators can use to increase pupils' learning.

Early coverage of school syllabus allows time for working on the students' self efficacy and mathematical self concept which are very important in developing self confidence and improving performance of individual students (Ferla Valcke & Cai, 2009). However, Ghani (2009) found that 68.1% of University students do not agree that syllabus coverage affects their performance in their final examinations. Good preparation and use of class time was thought to be the key to yielding good examination results

2.4 Conceptual Framework

The study assumes that factors affecting coverage of syllabus include teacher's strikes, inadequate school resources, poor planning and time wasting activities such as sports. Figure 1 shows the conceptual framework used in the study.

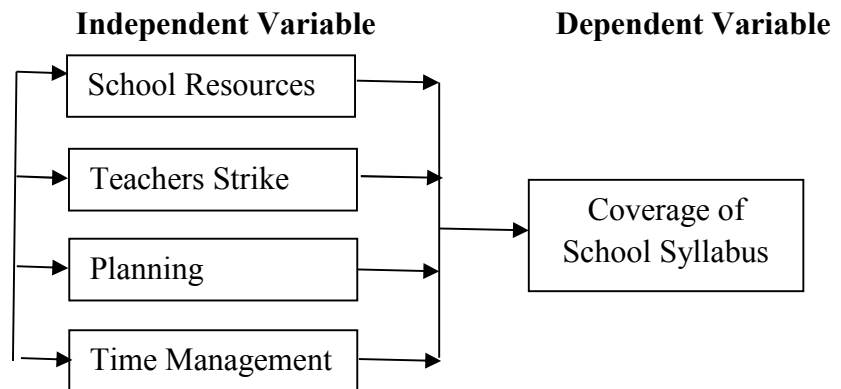


Figure 2-1: Conceptual framework of Factors affecting coverage of school syllabus

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the study. This includes research design, target population, selection of respondents, data collection methods, data quality control, and ethical issues and data analysis. This chapter presents the procedures and the methods the researcher employed to carry out the study. The section comprises of the research design, study population, sampling procedures, data collecting instruments, validity of the instruments, reliability, methods of data collection and analytical techniques.

3.1 Research Design

The study used a descriptive research design because of the nature of the variables that were at hand, to produce data, required for quantitative and qualitative analysis and to allow simultaneous description of views, perceptions and beliefs at any single point in time. according to Wiersma (1986), this design is ideal for such a study where sampling from a specific population is done at one point in time. Notably, the design allows collection of data to be done under natural setting, and is relatively quicker and cheaper to undertake and the results can easily be inferred to the larger population

3.2 Target Population

The study population was 230 and covered 41 secondary schools in Langata District of Nairobi County. These schools included 5 public and 36 private secondary schools. In each school, 5 teachers participated in the study.

3.3 Sample Design and Procedure

Simple random sampling was used to identify secondary schools in Lang'ata District. In each school, cluster was used to identify teacher participants for the study. Kathuri and Pals, (1993) observed that a sample of 100 respondents is ideal for a study of this kind. In order to appropriately control the influences of the potential extraneous variables and respondents who may decline to answer questions, this study sampled a total of 230. Clustering was meant to ensure that the 5 respondents from selected schools comprised of a respondent from the time tabling committee, games department, fees collection, the principal and the class teacher. These ensured that factors affecting coverage of syllabus in secondary schools were captured

Overall, a sample size of at least 50% of the targeted population was used for the study. Specific attention was paid to inclusion of both male and female teachers Sampling design and procedures.

3.4 Data Collection instruments and procedures

A self administered questionnaire was a major instrument that was used in data collection. Questionnaires were be administered to all selected school teachers. This helped to gather quantitative and qualitative information factors affecting coverage of syllabus in secondary schools and measures to mitigate them. The questionnaires were administered to respondents and a given a period of one week before collection for further analysis. The respondents were asked to respond to the questions on a four point Likert Scale of strongly agree, agree, disagree and strongly disagree (Nizar , Kassim & Heung-Ja Hong, 2006)

3.5 Validity and Reliability of Data Collection Instruments

The study established the validity of the research instruments (structured questionnaires) before proceeding to the field to collect data. Validity is the extent to which the instruments used during the study measure the issues they are intended to measure. According to Mugenda and Mugenda (1999), incorporation of positive comments makes

the questionnaire to capture appropriate, useful and dependable data whose finding and inferences can be a true reflection of the study population

The validity of data collection instrument was based on construct, content and face validity. The ensured that the all the items in the instruments are representative of the entire content domain being measured as represented by the variables and objectives of the study. This was ascertained by ensuring that all the objectives and variables of the study are addressed as defined in the study. To ensure validity of instruments, the instruments was developed under close guidance of the supervisor. After the questions are designed, they were pre-test to a tenth of the teachers in the sample (Fraenkel and Wallen, 2000). This helps to identify ambiguous questions in the instruments and be able to re-align them to the objectives. To check for reliability of data collected, Cronbach reliability test was used.

3.6 Administration of the Questionnaire

The field work for data collection started with introductory meeting to introduce and explain the purpose of the study and selected study site. Six enumerators were identified and half day training and pretesting of questionnaire carried out to ensure all the enumerators had the same understanding. This was then followed with data collection..

3.7 Data Analysis and Presentation

The collected data were organized and prepared for analysis. The data was cross-checked and corrected during the data cleaning process. Then it was exported for analysis by Statistical Package for Social Sciences (SPSS) version 21.0 programme. Descriptive analysis such as proportions, percentages, frequency distributions and measures of central tendency mean and median were then used. Data summary and classification were done and presented using tables and graphs.

3.8 Ethical issues

At the onset of data collection, the researcher sought permission from the relevant authorities such the city council of Nairobi and ministry of education. In addition, each questionnaire contained an opening introductory letter requesting for the respondents cooperation in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that the study findings would be used for academic purposes only.

Respondents were further assured of their personal protection and that they had authority to refuse or accept to be interviewed.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents research findings and discussions of the study.

4.1 Demographic Analysis

In this study, analysis of demographic data comprised of gender distribution of respondents, their position held in the sampled schools and the duration in which they had taught in the school. The results are presented in Figure 4.2 to Figure 4.4 respectively.

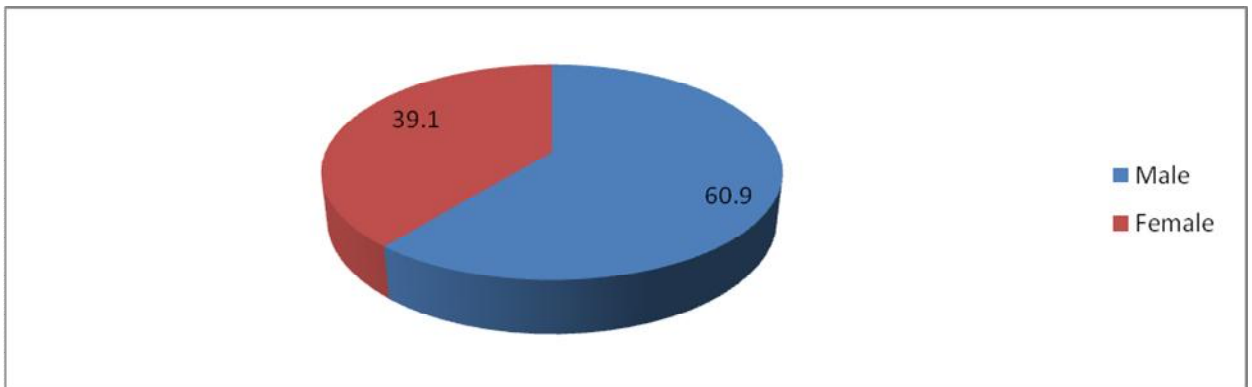


Figure 4-1: Gender representation of respondents

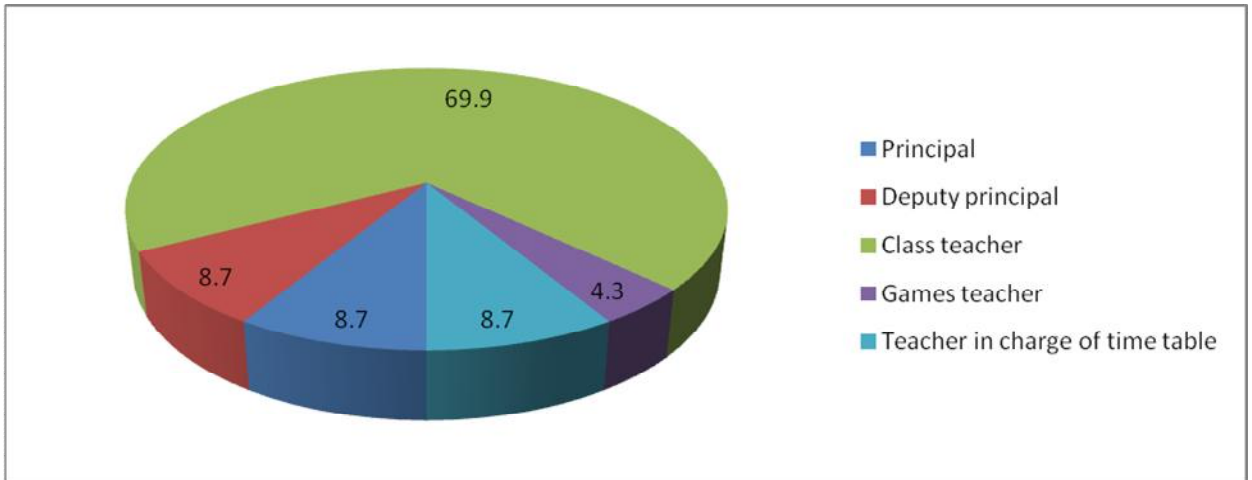


Figure 4-2: The position held in school

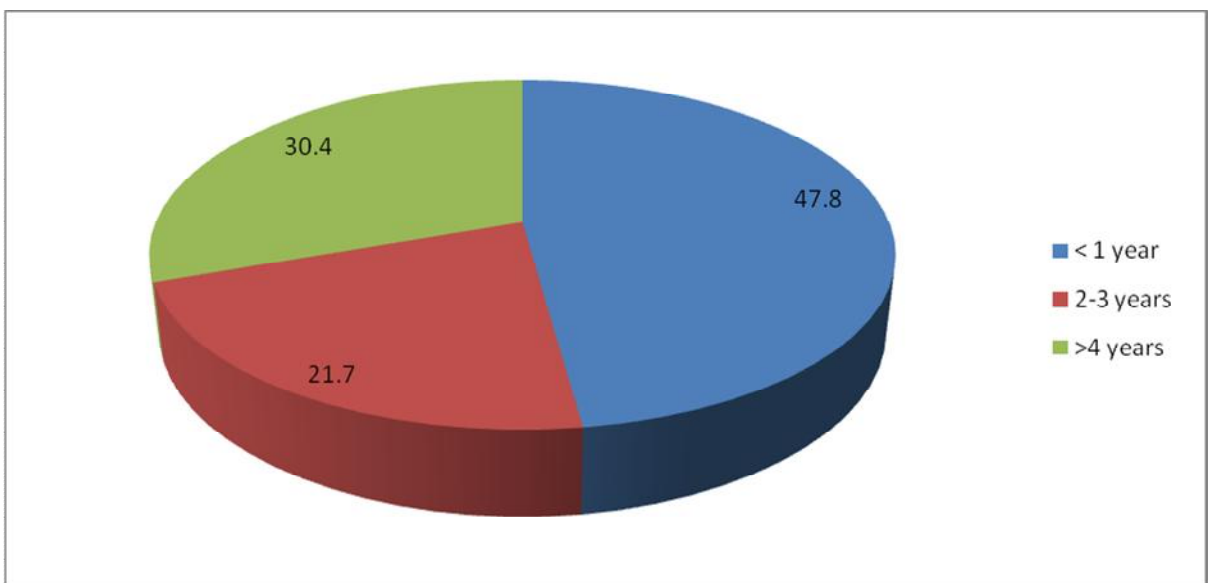


Figure 4-3: The duration of teaching in the school

The study noted that majority of respondents were male as attributed to 60.9% compared to women with a 39.1% (Figure 4.1). Out of this gender representation, majority of the respondents were noted to be class teachers at 69.9% while only 4.3% of the respondents were games teachers (Figure 4.2) and thus male respondents were higher than female respondents by a 30.4% margin. Moreover, most of the respondents (52.1%) had taught

in these schools for more than year (Figure 4.3) and thus could have participated in at least one strike event.

4.2 Effects of Teachers Strikes on Coverage of Syllabus in Secondary Schools

Assessment of the effects of teachers strike was based on membership of teachers from selected schools in Union, their participation in strikes, potential closure of schools during strikes, time consumed by strike actions and its compensation and how strikes affects both teachers and students to complete the school syllabus. The results are presented in Figure 4.4.

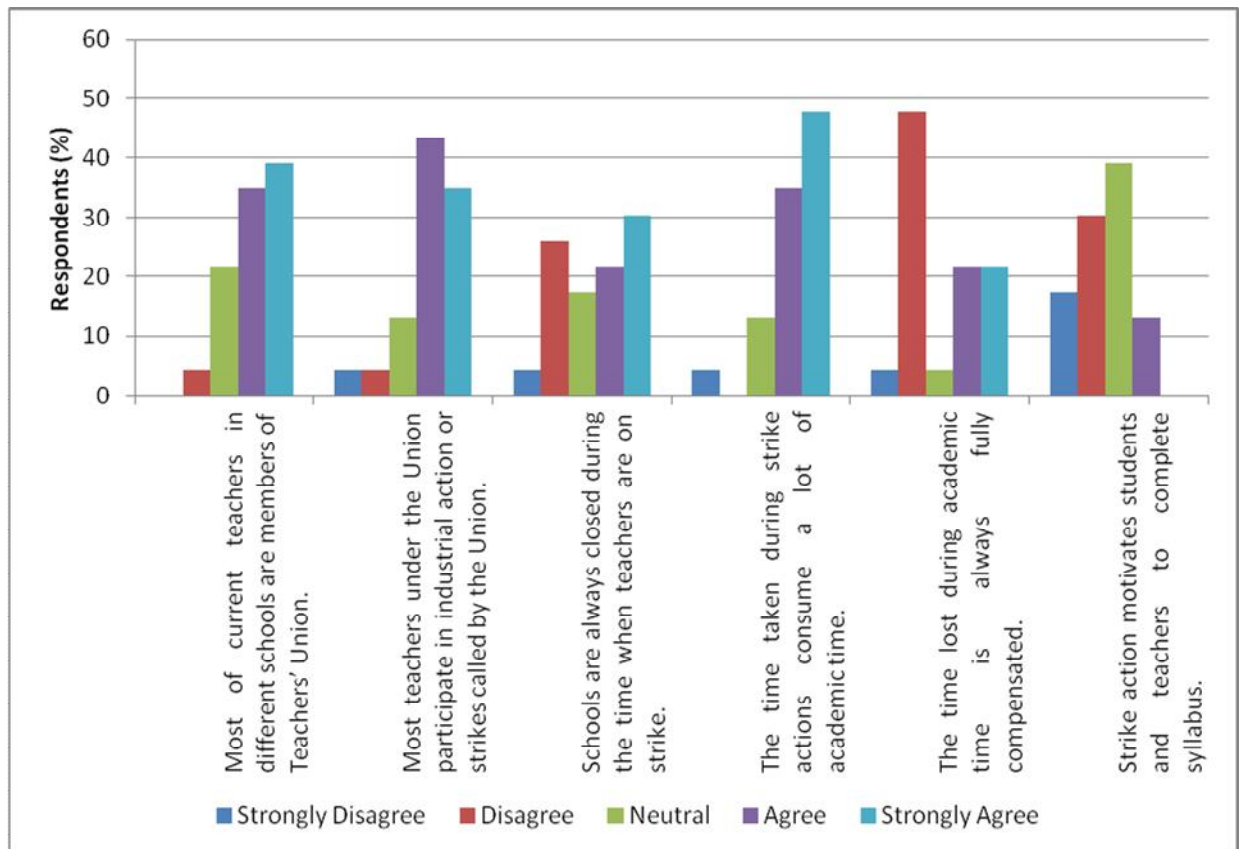


Figure 4-4: Effects of teachers strikes on coverage of syllabus in secondary schools.

The Figure 4.4 indicates that most teachers attributed by 73.9% of the respondents were current members of a Teachers' Union out of which 78.3% acknowledged their

participation in Union organised industrial strikes. This could be attributed to the fact that teachers believe unions supports their members at work. At the same time, those believed to be union members benefited from an independent voice to negotiate with their employer and an Independent industrial relations and specialist employment law advice, support and representation. It is due to the above that the majority of the respondents also agreed that that most teachers under the Union participate in industrial action or strikes called by the Union. In his study Baker (2002) found that strikes could prevent certain components of the curriculum from being covered, or may require that the curricular be introduced too quickly for many students.

In the event of an organised teachers strike, an equal number of respondents of 30.4% either agreed or disagreed while 17.4% remained neutral (Figure 4.4). Most respondents agreed that the time taken during strike actions consumed a lot of academic time. However, 52.1% were in disagreement in terms of recovering time lost during the strikes with 47.8% noting that these strikes did not motivate students and teachers to complete syllabus.

4.3 Effects of Planning on Coverage of Syllabus in Secondary schools

The effects of planning on coverage of syllabus in secondary schools was assessed in terms of number of subjects taught by teachers, presence of clear school time table for tuition, examinations and leave periods, and the size of classes in the school. The results are presented in Figure 4.5.

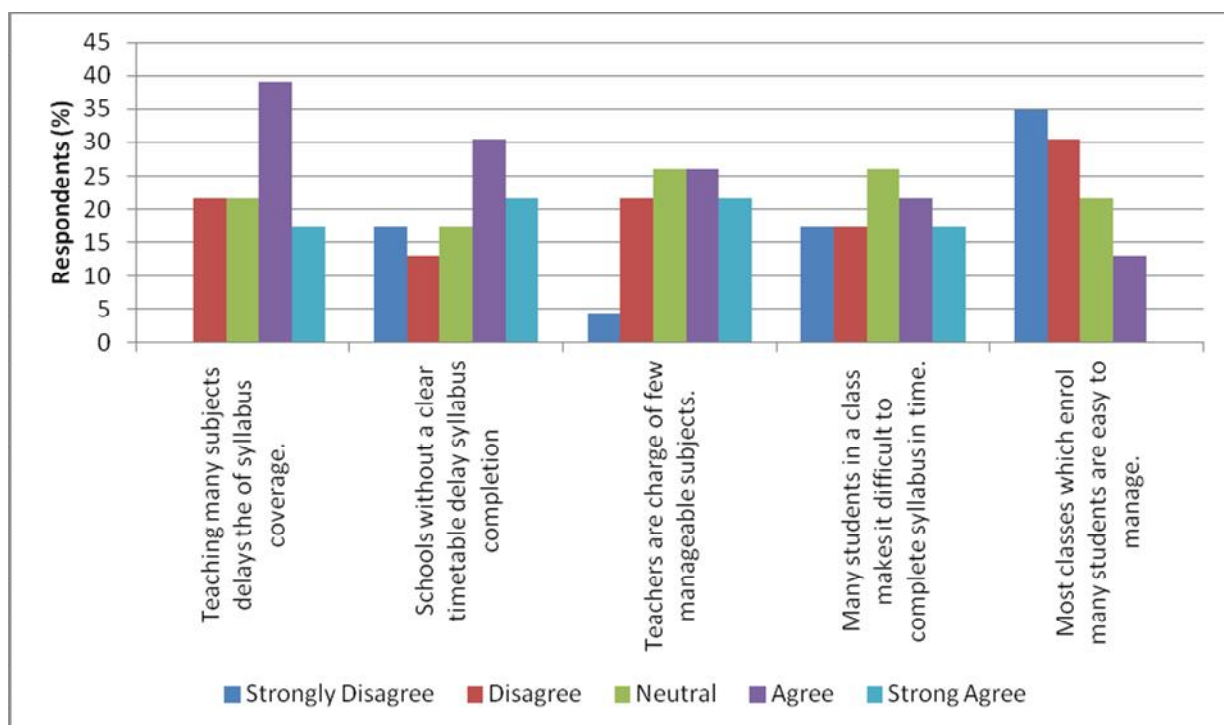


Figure 4-5: Effects of Planning on Coverage of Syllabus in Secondary schools

The Figure 4.5 show that more than 50% of the respondents indicated that teaching many subjects delayed completion of the syllabus with only less than 22% disagreeing (Figure 6). Furthermore, the study noted that schools which operated without a clear timetable had delays in syllabus completion as affirmed by 52.1% of the responses. Moreover, 47.8% of the respondents were in agreement that they were in charge of few subjects with 21.7% indicating that they were in charge of many subjects (Figure 4.5). However, 37.1% of all respondents were in agreement that handling of bigger class had potential to delay syllabus coverage.

4.4 Effects of School Resources on Coverage of Syllabus in Secondary School

The effects of school resources on coverage of syllabus in secondary schools was assessed in terms of availability of facilities for teaching like laboratory and libraries, well stocked requisite learning facilities, fully stocked libraries with latest books, adequate classes have a negative role in syllabus coverage and presence of modern

facilities to help in the coverage of the syllabus. The results are presented in Figure 4.6 to Figure 4.10.

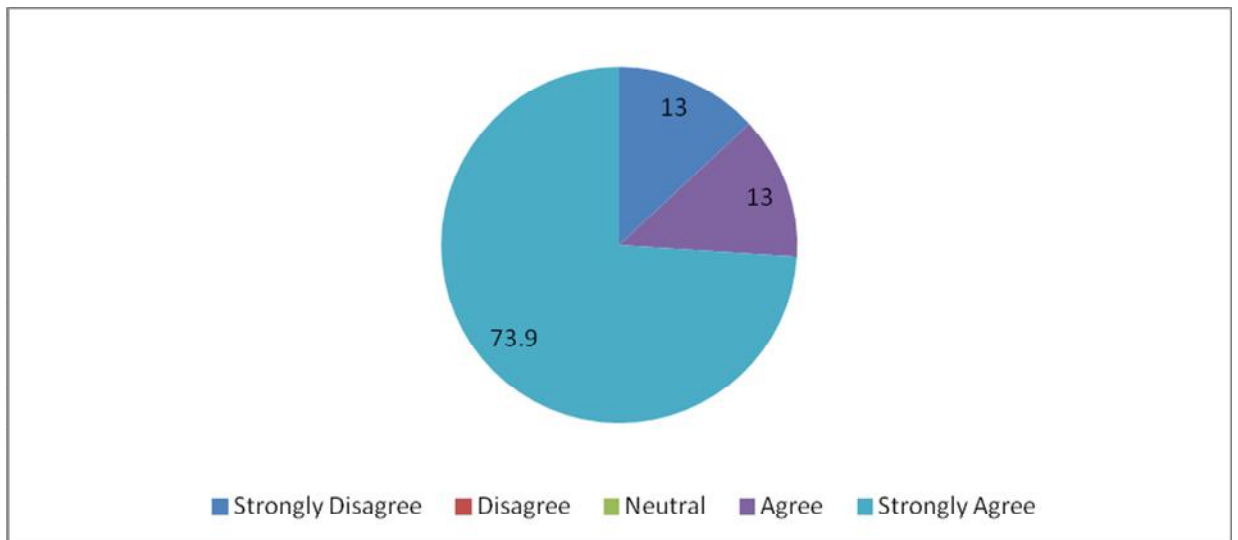


Figure 4-6: All facilities are needed to cover Syllabus in Time

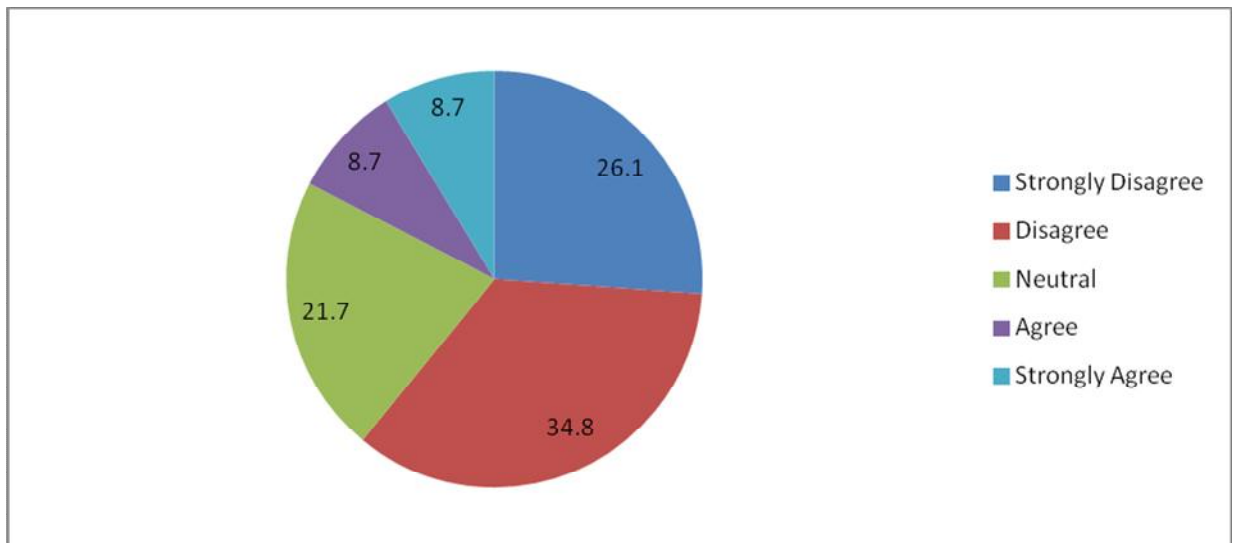


Figure 4-7: The School is well stocked with requisite facilities

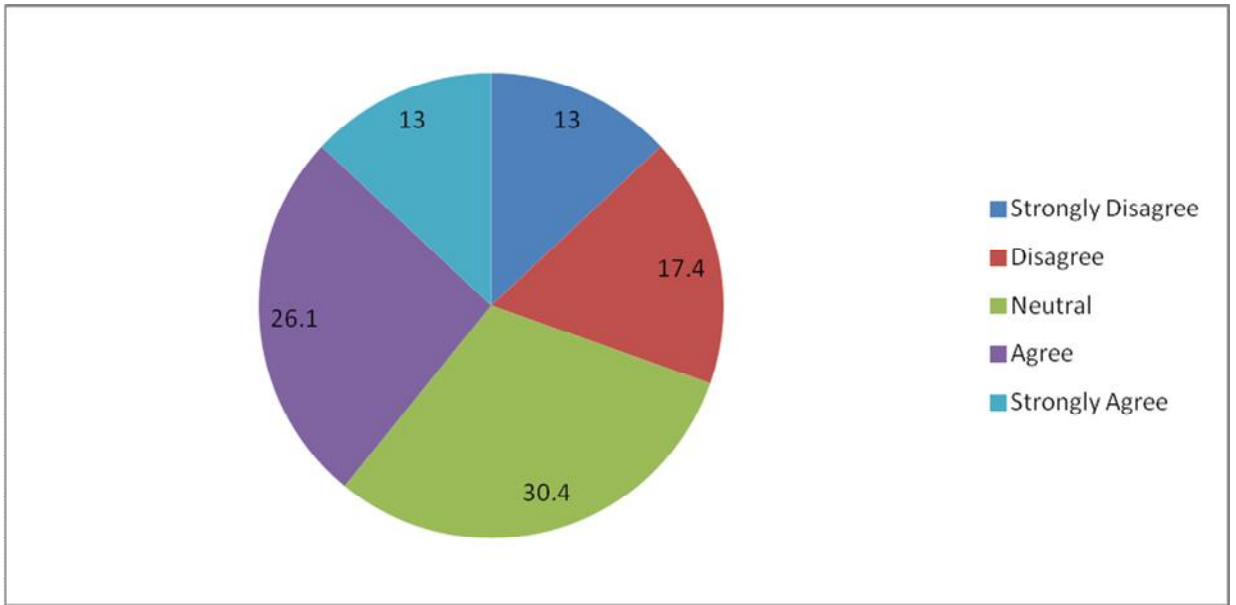


Figure 4-8: Schools that complete syllabus in time have fully stocked Facilities

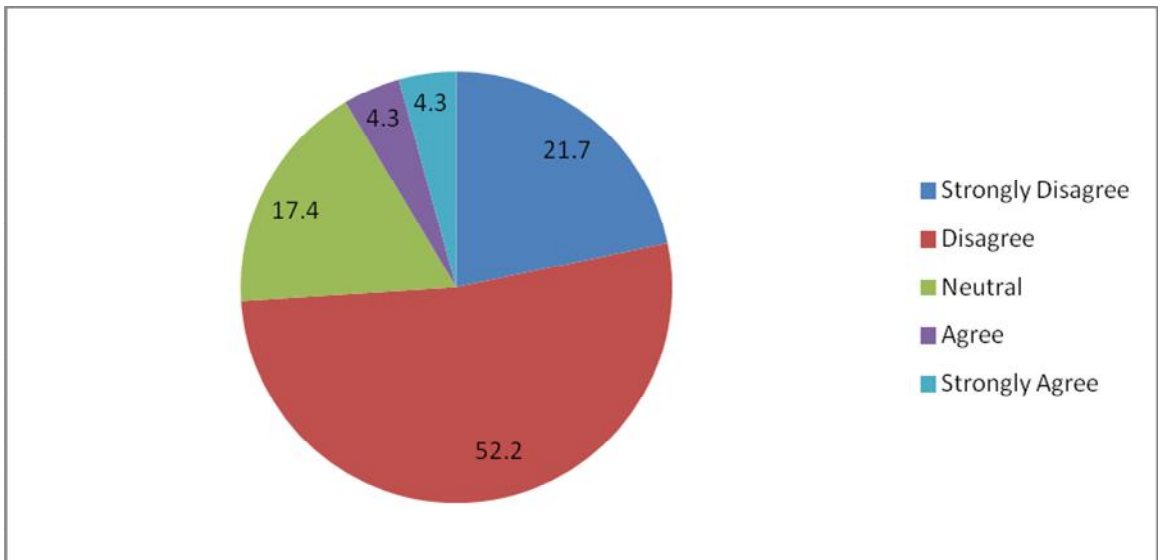


Figure 4-9: The size of class negatively affects syllabus coverage

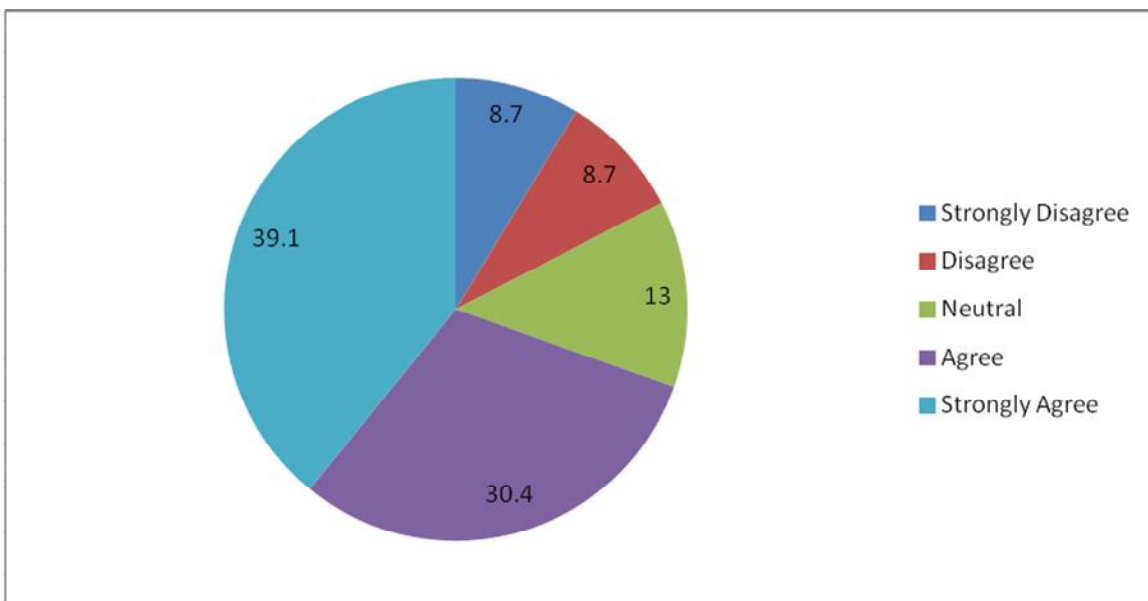


Figure 4-10: Facilities available should be adequately modern to help in syllabus coverage

The Figure 4.6 show that Majority of respondents (73.9%) strongly agreed to the fact that all facilities which include libraries and laboratories are necessary towards syllabus completion with less than 13% expressing their strong disagreement. Worth noting, more than 60.9% of these respondents indicated that their schools were not well stocked with requisite facilities (Figure 4.7) with only 18% in agreement that they had adequate facilities. Furthermore, the study noted 39.1% of the respondents compared to 30.4% were in agreement to the fact that schools which completed their syllabus in time had fully stocked facilities (Figure 4.8). It was also noted that majority of the respondents (52.2%) were in disagreement that the size of their class negatively affected syllabus coverage (Figure 4.9). However, they attributed the negative effects to disruption of normal learning either by unplanned activities during the academic year such as strikes. In order to enhance syllabus coverage, more than 69% of the respondents noted that it was necessary to avail modern facilities in the schools (Figure 4.10).

4.5 Time Management

Time management was investigated in terms of number of activities such as sports, music festivals and drama festivals occurring during normal learning time, school participation in sports, music festivals and drama festivals and time lost during co-curriculum activities. The results are presented in Figure 4.11 to Figure 4.17.

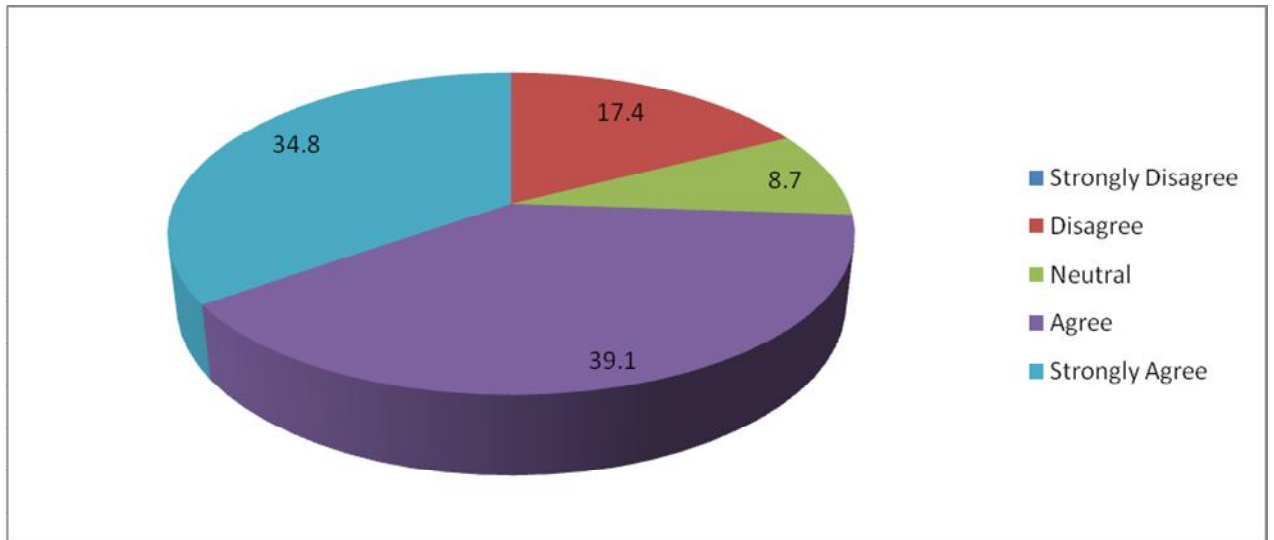


Figure 4-11: A lot of co curriculum activities occur during normal learning time.

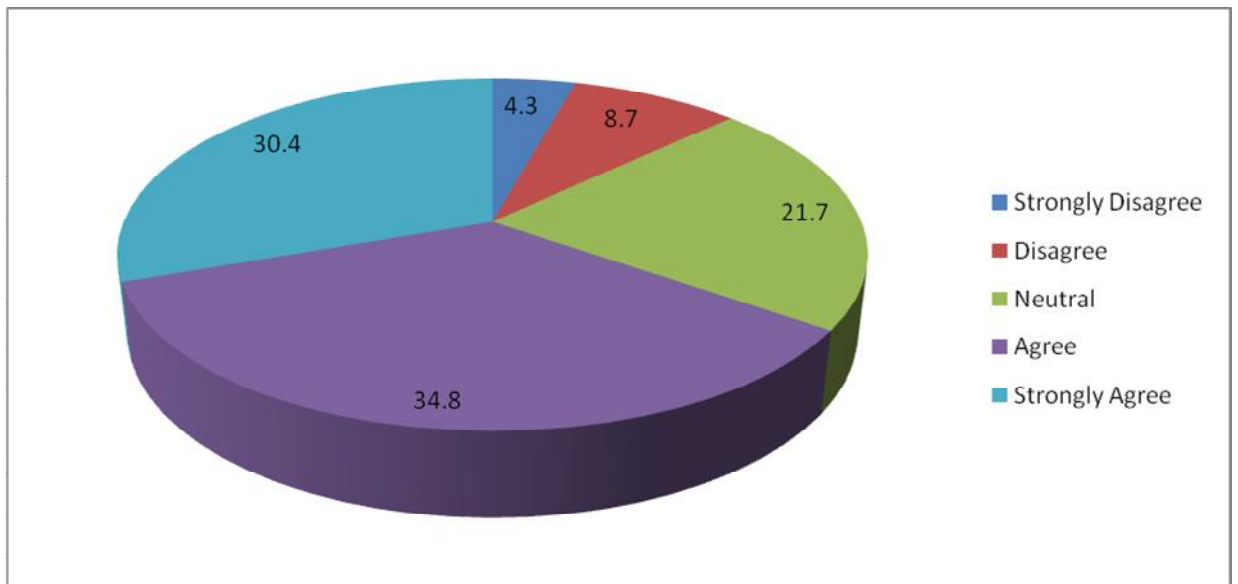


Figure 4-12: Most Secondary schools participate in co-curriculum activities.

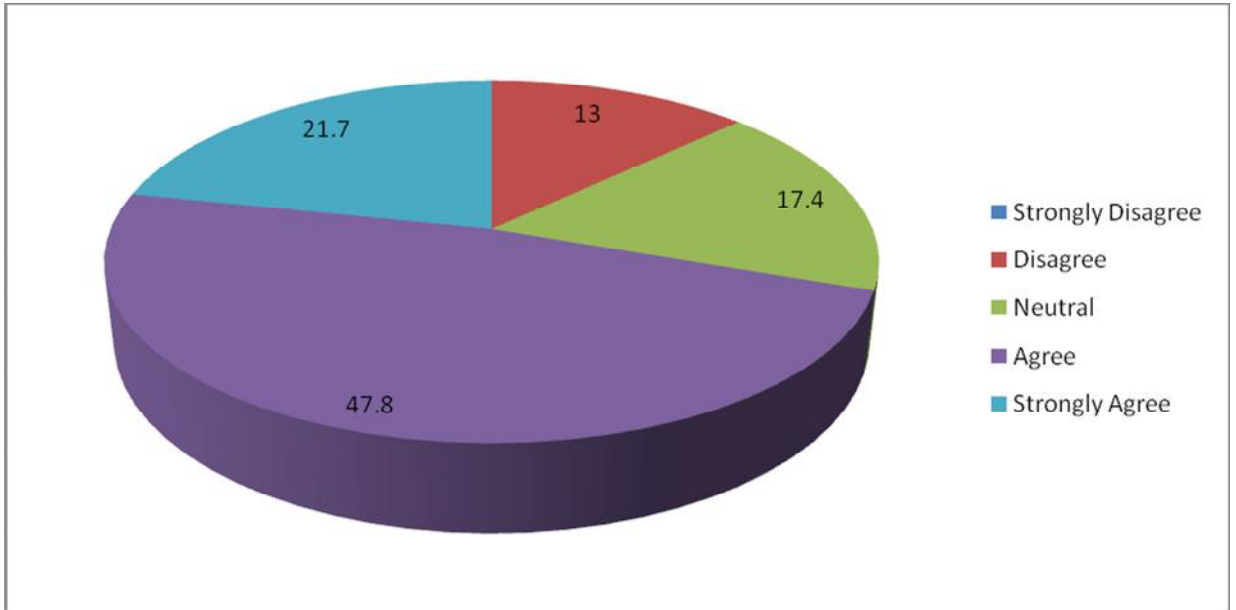


Figure 4-13: The schools spends a lot of time allocated for syllabus coverage in co-curriculum activities.

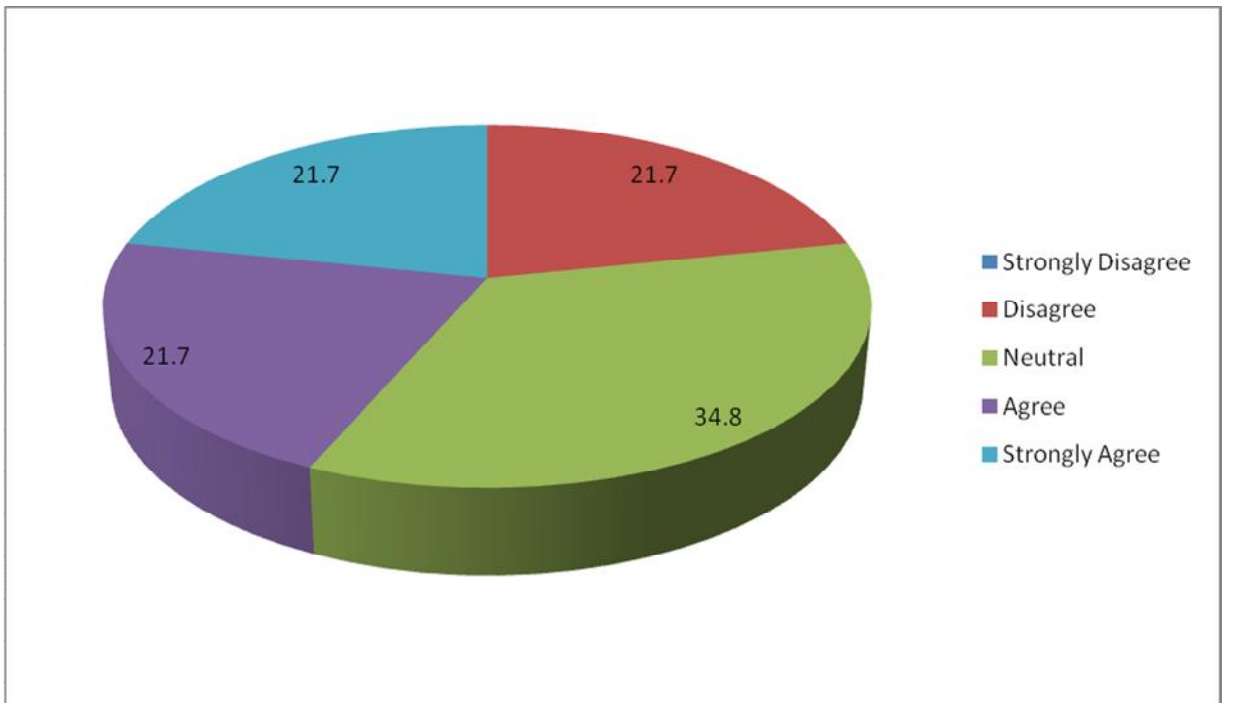


Figure 4-14: Time lost by schools in co-curriculum activities is never recovered

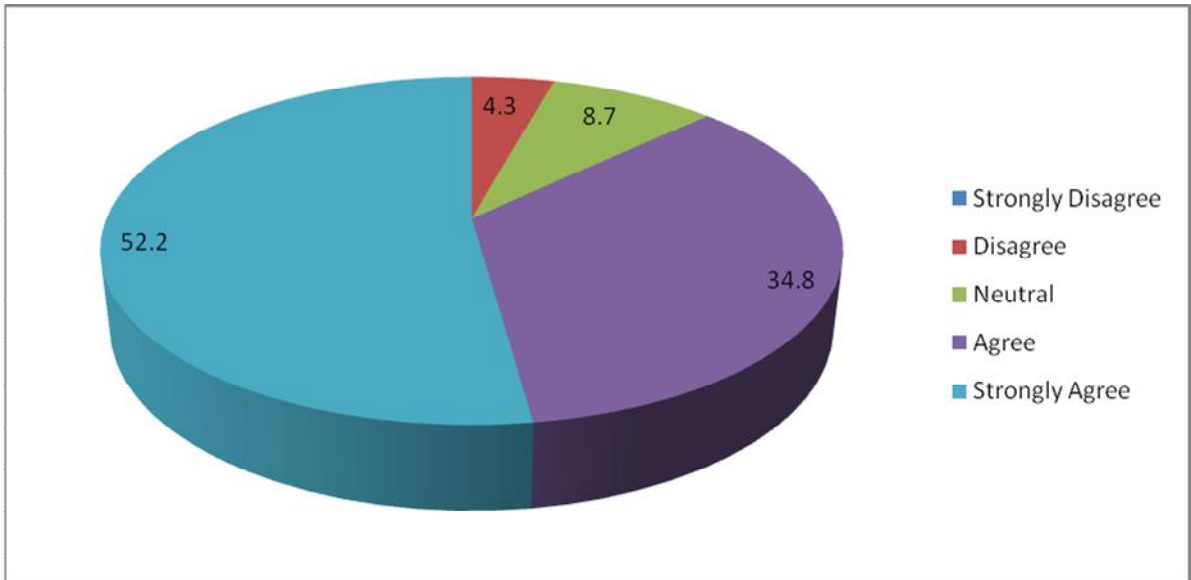


Figure 4-15: Availability of clear academic schedules in schools enhances syllabus completion

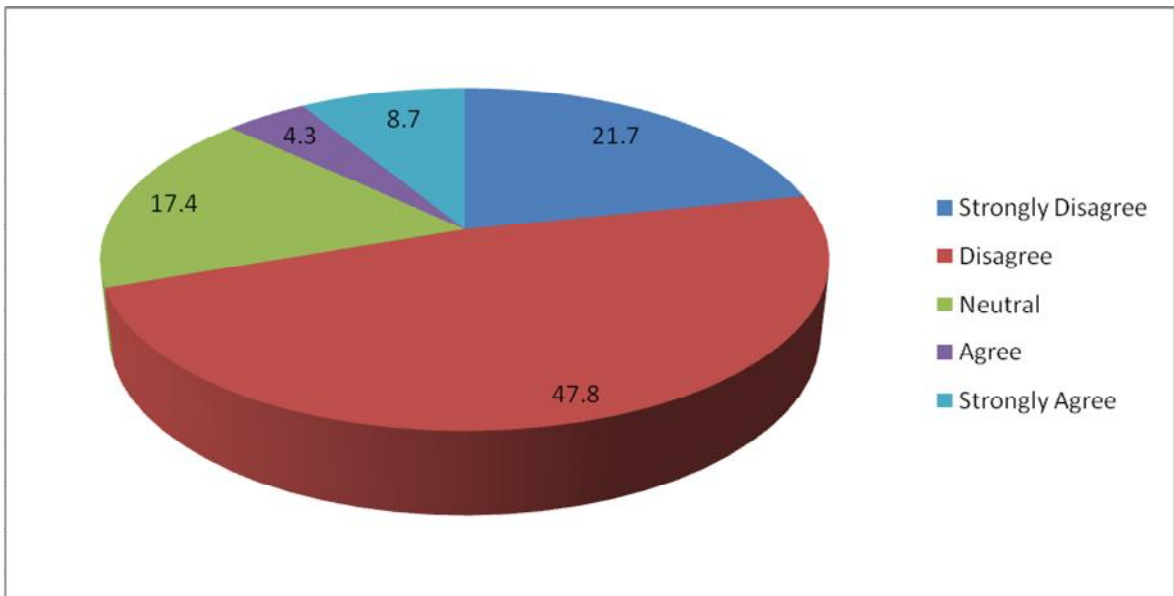


Figure 4-16: Non Participation in Co-curriculum activities results to faster completion of syllabus

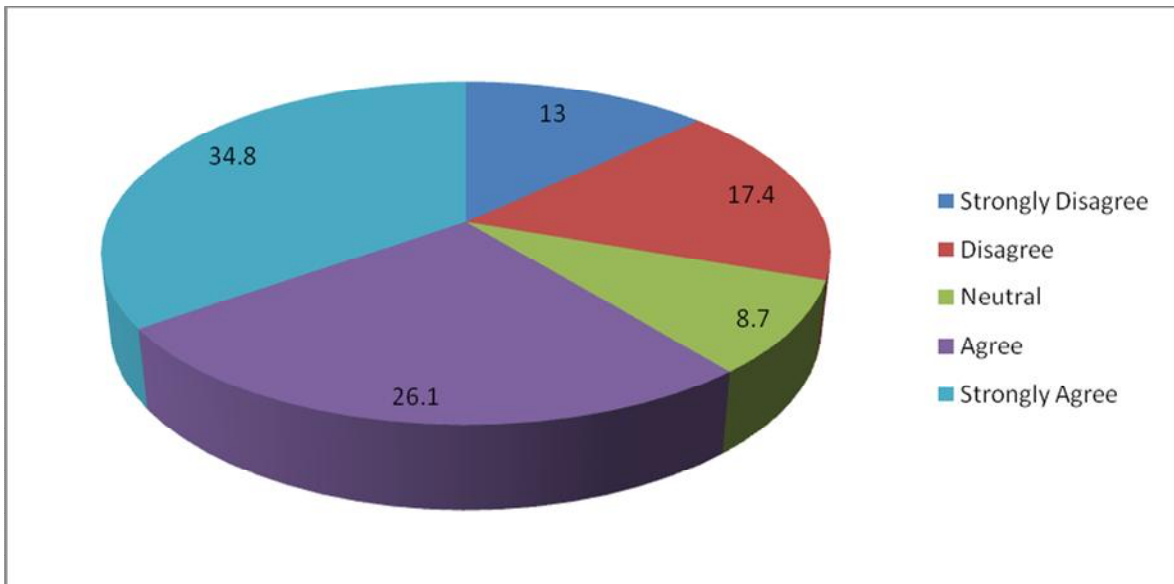


Figure 4-17: Activities away from class slows down syllabus coverage

In this study, majority of the respondents (73.9%) agreed that a lot of activities occurred normal learning time with less than 17% refuting this fact (Figure 4.11). This was attributed to the fact that government regulations requires that the development of a student be all around as shown from the fact that most of these schools (65.2%) acknowledged participating in these co-curriculum activities such as sports, music festivals and drama (Figure 4.12). Participation of schools in these co curriculum activities was noted to take up a lot of time planned for syllabus coverage (Figure 4.13) as noted by 70.5% of the respondents. However, less than 43.4% of the respondents indicated that time lost in these activities is never recovered while majority of the respondents remained neutral (Figure 4.14).

Availability of clear academic schedules in schools was noted to enhance syllabus completion with more than 87% respondents in agreement (Figure 4.15) as it was noted to encourage planning for activities in advance and thus avoiding those activities that were not relevant in the school academic calendar. This was further supported by 69.5% of the respondents who noted that non participation in co-curriculum activities did not necessarily translate to faster completion of syllabus (Figure 4.16). However, most

respondents (60.9%) were in agreement that activities away from class had had potential to slow down coverage of syllabus (Figure 4.17).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents summary, conclusion and recommendation of the study.

5.1 Summary

In this study, it was noted majority of the respondents holding positions in the selected secondary schools were class teachers. Notably, most of the teachers had taught in these schools for more than a year. Majority of the schools in the district were private as attributed compared to public schools. In terms of gender distribution, the study found that male respondents were higher than female respondents.

Most of the teachers were current members of a Teachers' Union with most of them participating in Union organised industrial strikes. This could be attributed to the fact that teachers believe unions supports their members at work. At the same time, those believed to be union members benefited from an independent voice to negotiate with their employer and an Independent industrial relations and specialist employment law advice, support and representation. It is due to the above that the majority of the respondents also agreed that that most teachers under the Union participated in industrial action or strikes called by the Union.

In the study, majority of teachers indicated that teaching many subjects delayed completion of the syllabus with schools which operated without a clear timetable having delays in syllabus completion. In terms of managing subjects in their respective schools teachers teachers were in agreement that they were in charge of few subjects. However, most of them were in agreement that handling of bigger class had potential to delay syllabus coverage. Majority of the respondents agreed that for better coverage of the

syllabus in time, all facilities for teaching like laboratory and libraries should be available. this is because lack of facilities in schools contributed in delaying syllabus coverage. Notably, inadequate classes a negative role in syllabus coverage and could be resolved through provision of modern facilities to help in syllabus coverage.

In the study, majority of teachers were in agreement that activities such as sports, music festivals and drama festivals occurred during normal learning time with most schools indicating that they participated in those extra curricula activities. Notably, majority of respondents noted that participation of their schools in these activities resulted to lost time during and thus limited the coverage of the school syllabus.

5.2 Conclusions

Education is a necessary condition for the achievement of the Millennium Development Goals, and thus a necessary condition for social and economic development and for personal empowerment. At the same time teachers are the transmitters of knowledge who assists the children to learn. In fact teachers are the most educated and respected personages hence their absence to whatever reason affects the performance of the learners. In order to make sure that teachers are present throughout the term, both the government and the union need to have an amicable solution so as to reduce the number of strikes that affects the running of the schools.

5.3 Recommendations

This study has proven that school facilities remain an important determinant of academic achievement. Facilities like libraries, availability of teaching materials, classrooms, laboratories, administrative blocks, chalk-board, school maps and the likes are very crucial to high academic attainment. It has been established that facilities are potent to high academic achievement of students hence there need for the government of Kenya to provide adequate material resources to schools in both urban and rural areas. However, in order to decrease the over dependence on the Government, The Parent Teacher Association (PTA), philanthropist and other charitable organizations are also implored to

compliment the effort of the government to boost the performance of students. There are some facilities that could be improved by the teachers and the students in order to facilitate teaching and learning hence such facilities should be provided by the teachers and students respectively.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER TO RESPONDENTS

TERESA MUTEGI
P.O BOX 7218 00100
Nairobi, KENYA.

Dear Respondent,

RE: DATA COLLECTION

I am a student at the Management University Of Africa (MUA) pursuing an Executive Master of Business Administration Degree. I am currently conducting a Research study on **FACTORS AFFECTING COVERAGE OF SYLLABUS IN SECONDARY SCHOOLS IN KENYA: A CASE STUDY OF LANGATA DISTRICT SCHOOLS IN NAIROBI COUNTY** to fulfill the requirements of **AWARD OF DEGREE OF EXECUTIVE MASTER OF BUSINESS ADMINISTRATION**

You have been selected to participate in this study and I would highly appreciate if you assisted me by responding to all questions as completely, correctly and honestly as possible. Your response will be treated with utmost confidentiality and will be used only for research purposes of this study only.

Thank you in advance for your co-operation.

Yours Faithfully,

TERESA MUTEGI

APPENDIX II: QUESTIONNAIRE

Dear Teacher,

Thank you for participating in my research study to investigate factors contributing to non-coverage of syllabus in secondary schools in Kenya: A case of Langata District. I would appreciate your taking a few minutes to answer this questionnaire. The data collected from this survey will be used for education and research purposes only. Your participation is completely VOLUNTARY and ANONYMOUS. The information will be kept strictly CONFIDENTIAL.

A) INTRODUCTION

This section appreciates the background information of the respondent and school in the research process

1. Please indicate your position in this school

Principal ☐ Deputy Principal ☐ Class Teacher ☐

Games Teacher ☐ Teacher in charge of time table ☐

2. How long have you taught in the school?

Less than 1 year ☐ 2-3 years ☐ 4 years and above ☐

3. What is the category of the school?

a. Private Secondary School ☐ b. Public Secondary School ☐

5) What is the gender of the respondent?

a. Male ☐ b. Female ☐

B) GUIDELINES FOR FILLING PARTS I, II, III & IV BELOW

Strongly Disagree = 1 Disagree =2 Neutral=3 Agree=4 Strongly Agree=5

*(Please fill in the spaces **PROVIDED IN EACH PART** using the given scales above).*

PART 1: TEACHER'S STRIKE

The following questions are meant to identify the contribution of teachers' strikes to non-coverage of syllabus in secondary schools

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Most of current teachers in different schools are members of Teachers' Union.					
Most teachers under the Union participate in industrial action or strikes called by the Union.					
Schools are always closed during the time when teachers are on strike.					
The time taken during strike actions consume a lot of academic time.					
The time lost during academic time is always fully compensated.					
Strike action motivates students and teachers to complete syllabus.					

PART TWO: PLANNING OF SCHOOL ACTIVITIES

The following questions are to identify effects of poor planning to non-coverage of syllabus in secondary schools. Enter the appropriate number for each statement using the scales provided.)

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Teachers are generally subjected to teaching many subjects, a fact that delays the of syllabus coverage.					
Schools which operate without a clear timetable for tuition, examinations and leave periods are likely to delay syllabus completion in time.					
Teachers are generally in charge of few manageable subjects.					
Many teachers handle classes with many students hence unable to complete syllabus in time.					
Most classes which enroll many students are easy to manage.					
Strike action motivates students and teachers to complete syllabus.					

PART III: - SCHOOL RESOURCES

(The following questions are geared towards establishing the effects of inadequate school resources to non-coverage of syllabus in secondary schools. Using the indicators given, enter the correct number for each statement)

Question	Strongly Agree	Agree	Neutra l	Disagree	Strongly disagree
To cover syllabus in time, all facilities for teaching like laboratory and libraries should be available					
Most schools are generally well stocked with requisite learning facilities					
Schools that complete syllabus in time have fully stocked libraries with latest books					
Lack of facilities in schools contributes to delay in syllabus coverage					
Adequate classes have a negative role in syllabus coverage					
Facilities available should be adequately modern to help in syllabus coverage					

PART IV: TIME MANAGEMENT

This section is meant to investigate the effects of time wasting activities to non-coverage of syllabus in secondary school. (Please fill in the spaces using the given scales.)

Question	SA	A	N	D	SD
Activities such as sports, music festivals and drama festivals occur during normal learning time.					
Most schools including where I teach participate in sports, music festivals and drama festivals.					
Time lost during these festivals eat into time meant for syllabus coverage.					
Time lost during these festivals is never recovered in syllabus coverage.					
Time lost during these activities is well covered in syllabus coverage.					
Schools with clearly drawn academic schedules are likely to complete their syllabus faster than those with unclear term guidelines.					
Schools can do better in syllabus coverage without co curricular activities.					
Any activities in place during class time will always slow down syllabus coverage.					

(IV) MITIGATING CIRCUMSTANCES

(This section has questions that are meant to identify measures of mitigating factors of non-coverage of syllabus in secondary schools. Fill in the response space using the given option.)

Question	SA	A	N	D	SD
Reduction of strike actions will ensure more time for syllabus coverage.					
Suitable teacher student ratio enhances time of syllabus coverage.					
Subjects that teachers undertake influences rate of subject coverage.					
The fewer subjects taught by one teacher the faster it is covering syllabus.					
Properly furnished school facilities like libraries, laboratories and classrooms enhance the speed of syllabus coverage.					
Enhancing the condition of available facilities will improve the mode of syllabus coverage.					
Motivating teachers has a positive effect towards students performance					
Reducing the number of co curricular activities that take place during normal learning schedules will have a positive impact on syllabus coverage.					

List any other factor that can be put in place to ensure timely coverage of syllabus?

